

Oral Counting Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

2. Say these specific directions to the student:

“When I say start I want you to start counting aloud from 1 like this 1, 2, 3 until I tell you to stop. If you come to a number you don’t know, I’ll tell it to you. Be sure to do your best counting. Are there any questions? Ready, Start.”

3. Start your stopwatch. If the student fails to say “1” after 3 seconds, say “1” and continue.

4. Follow along on the examiner copy. Score according to scoring rules. After one minute has expired, place a bracket after the last number said and say “Stop.”

Things You Need to Do After Testing: Scoring

It is important that results are scored immediately after the 1 minute testing is completed to ensure accurate results. Students receive 1 point for every correct oral count in one minute.

Scoring Rules

Rule 1: If a student says the number that comes next in their sequence, score the number as correct.

Example: Student says . . . 12, 13, 14. . . Scoring is 3 correct.

Rule 2: If a student repeats a sequence score, the sequence as correct.

Example: Student says 7, 8, 7, 8, 9. Scoring is 3 correct.

Rule 3: If a student self-corrects, score the number as correct.

Example: Student says 1, 2, 3, 5 oh 3, 4, 5. Scoring is 5 correct

Rule 4: If a student hesitates with a number for 3 seconds, tell the student the number and score the number on which the student hesitated as incorrect. You may tell the student only one number during testing.

Example: Student says 12, 13, . . . (3 seconds) examiner says “14”. Score 14 as incorrect and continue testing. Student continues to count and comes to 28, 29, . . . (3 seconds) examiner says "stop" and discontinues testing.

Rule 5: If a student skips a number while counting, score the number as incorrect and continue testing.

Example: Student says 6, 7, 9. Score 8 as incorrect and continue testing.

Number Identification Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:
“Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this.”

Example 1

CORRECT RESPONSE:	INCORRECT RESPONSE:
“Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?”	“This number is 8 (point to 8). What number is this? Good. Let’s try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?”

Example 2

CORRECT RESPONSE:	INCORRECT RESPONSE:
“Good. The number is 4.” (Turn the page).	“This number is 4 (point to 4). What number is this? Good.” (Turn the page).

“The paper in front of you has numbers on it. When I say start, I want you to tell me what the numbers are. Start here and go across the page (demonstrate by pointing). If you come to a number you don’t know, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1-minute testing is completed to ensure accurate results. Students receive 1 point for every item correctly completed in 1 minute.

Scoring Rules

Rule 1: If a student correctly identifies the number score the item as correct.

Rule 2: If the student states any number other than the item number score the item as incorrect.

Rule 3: If a student hesitates or struggles with a number for 3 seconds tell the student to “try the next one” and score the item as incorrect.

Rule 4: If a student skips a number, score the number as incorrect.

Rule 5: If a student skips an entire row, mark each number in the row as incorrect by drawing a line through the row on the examiner scoresheet.

Rule 6: If a student misses 5 items consecutively discontinue testing.

Quantity Discrimination Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:
“Look at the piece of paper in front of you. The box in front of you has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger.”

Example 1

CORRECT RESPONSE:	INCORRECT RESPONSE:
“Good. The bigger number is 7. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.”	“The bigger number is 7. You should have said 7 because 7 is bigger than 4. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.”

Example 2

CORRECT RESPONSE:	INCORRECT RESPONSE:
“Good. The bigger number is 4.” (Turn the page).	“The bigger number is 4. You should have said 4 because 4 is bigger than 2.” (Turn the page).

“The paper in front of you has boxes on it. In the boxes are two numbers. When I say start, I want you to tell me the number in the box that is bigger. Start here and go across the page (demonstrate by pointing). If you come to a box and you don’t know which number is bigger, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1 minute testing is completed to ensure accurate results. Students receive 1 point for every item correctly completed in 1 minute.

Scoring Rules

Rule 1: If a student states the bigger number, score the item as correct.

Rule 2: If the student states both numbers, score the item as incorrect.

Rule 3: If the student states any number other than the bigger number, score the item as incorrect.

Rule 4: If a student hesitates or struggles with an item for 3 seconds, tell the student to “try the next one.” Score the item as incorrect.

Rule 5: If a student skips an item, score the item as incorrect.

Rule 6: If a student skips an entire row, mark each item in the row as incorrect by drawing a line through the row on the examiner scoresheet.

Rule 7: If a student misses 5 items consecutively, discontinue testing.

Missing Number Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:
“The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?”

Example 1

CORRECT RESPONSE:	INCORRECT RESPONSE:
“Good. 1 is the number that goes in the blank.” Let’s try another one (point to second box). What number goes in the blank?”	“The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

Example 2

CORRECT RESPONSE:	INCORRECT RESPONSE:
“Good. 7 is the number that goes in the blank.” (Turn the page).	“The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank.” (Turn the page).

“The piece of paper in front of you has boxes with numbers in them. When I say start you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to one you don’t know, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

Things You Need To Do After Testing: Scoring

It is important that results are scored immediately after the 1 minute testing is completed to ensure accurate results. Students receive 1 point for every item correctly completed in 1 minute.

Scoring Rules

- Rule 1: If a student correctly states the missing number, score the item as correct.
- Rule 2: If a student incorrectly states the missing number next, score the item as incorrect by placing a slash through the number on the examiner scoresheet.
- Rule 3: If a student hesitates or struggles with an item for 3 seconds, tell the student to “try the next one” (demonstrate by pointing). Score the item as incorrect.
- Rule 4: If a student skips an item, score the item as incorrect.
- Rule 5: If a student skips an entire row, mark each item in the row as incorrect by drawing a line through the row on the examiner scoresheet.
- Rule 6: If a student misses 5 items consecutively, discontinue testing.